

Wohali Academy

1 Havenwood Lane
Travelers Rest, South Carolina 29690

Grades 1-12 High School

Enrollment 70 Students

Principal Laura Blackmore 864-834-8013

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

N/AV

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	9	3	13

IMPROVEMENT RATING

N/AV

ADEQUATE YEARLY PROGRESS

NO

This school met 2 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	N/AV	N/AV	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	50.0	18.2	N/A	N/A	61.8
Passed 1 subtest	N/A	50.0	18.2	N/A	N/A	17.5
Passed no subtests	N/A	N/A	63.6	N/A	N/A	21.2

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	N/A	86.8%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	3.1
Seniors who met the SAT/ACT requirement	N/A	3.2
Seniors who met the grade point average	N/A	34.8

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	N/A	147
Number of Diplomas	N/A	97
Rate	N/A	69.0%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	68.8
English 1	N/A	51.2
Biology 1/Applied Biology 2	N/A	36.3
Physical Science	N/A	23.8
All Subjects	N/A	45.2

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	N/A	N/A	
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	N/A	N/A	
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	
African American	N/A	N/A	N/A	N/A	N/A	N/A	
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	
Racial/Ethnic Group							
Non disabled	N/A	N/A	N/A	N/A	N/A	N/A	
Disabilities other than speech	N/A	N/A	N/A	N/A	N/A	N/A	
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	

n = number of students on which percentage is calculated

Abbreviations for Missing Data

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Mathematics – State Performance Objective = 50.0%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 70)				
Retention rate	32.3%	Up from 22.2%	9.8%	7.0%
Attendance rate	97.7%	Down from 98.7%	94.9%	95.5%
Eligible for gifted and talented	0.0%	No change	3.5%	7.9%
With disabilities other than speech	62.4%	Down from 67.9%	15.5%	12.3%
Older than usual for grade	37.1%	Up from 22.5%	13.8%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.3%	Up from 0.0%	2.2%	1.2%
Enrolled in AP/IB programs	0.0%	No change	5.9%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	N/A		3.0%	10.2%
Annual dropout rate	0.0%	N/A	3.2%	2.8%
Career/technology students in co-curricular organizations	N/A	N/A	3.6%	3.5%
Enrollment in career/technology center courses	7	Down from 26	282	448
Students participating in worked-based experiences	N/A	N/A	18.9%	24.2%
Career/technology students mastering core competencies	88.9%	Up from 0.0%	73.3%	80.0%
Career/technology completers placed	N/A	N/A	98.9%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 8)

Teachers with advanced degrees	N/A	N/A	49.3%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	40.9%	N/A	12.3%	9.6%
Teachers with emergency or provisional certificates	N/A	N/A	15.7%	9.9%
Teachers returning from previous year	N/A	N/A	81.8%	86.3%
Teacher attendance rate	98.4%	Down from 99.2%	95.0%	95.3%
Average teacher salary	N/A	N/A	\$41,032	\$42,943
Prof. development days/teacher	13.4 days	Down from 18.3 days	11.4 days	11.2 days

School

Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	5.3 to 1	Down from 22.7 to 1	22.2 to 1	25.7 to 1
Prime instructional time	95.2%	Down from 97.8%	87.6%	89.3%
Dollars spent per pupil*	\$8,836	N/A	\$8,237	\$6,792
Percent of expenditures for teacher salaries*	35.7%	N/A	51.5%	55.3%
Percent of expenditures for instruction*	46.0%		59.0%	61.1%
Opportunities in the arts	Poor	No change	Good	Excellent
Parents attending conferences	99.1%	Up from 99.0%	88.3%	92.8%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Wohali Academy, Inc. is located on the campus of Springbrook Behavioral Health System's Residential Treatment Facility in Travelers Rest, S.C. in Northern Greenville County. Wohali exists to provide severely emotionally and behaviorally disabled children and adolescents (grades k-5 - 12) the opportunity to engage in a therapeutic learning experience, which builds on individual strengths and emphasizes healthy problem solving.

The school will assist each child to overcome educational, social, interpersonal, and psychological barriers to successful achievement and life adjustment. Each child will progress to a level, both academically and behaviorally, that will allow him/her to return to and be successful in his/her home or base school. Over the course of the last two school years, Wohali has successfully returned approximately fifty students to their home school districts throughout the state of S.C. For its high school students, Wohali offers both the traditional S.C. state high school diploma track as well as the Greenville County Occupational track for students with disabilities. Wohali offers a school-wide behavior management system, which can be and is individualized as needed. Behavioral assistants are present in each classroom, where the student-to-teacher ratio averages 12:1. Therapeutic services at Wohali include the behavior management program, crisis intervention services, individual counseling, group process/therapy, and family support services, recreation therapy, and life-skills education. The NCLB Act requires that AYP be defined in a manner that is statistically valid and reliable. Because Wohali's target population is highly mobile, at-risk students, the timeline for meeting the school's long-term performance goals is on-going. The student population at the beginning of the school year in August is vastly different in December and entirely different at the end of the school year in June. Therefore using absolute measures of proficiency as sole assessment methodologies to determine AYP for Wohali would be both statistically invalid and unreliable, thus immediately establishing Wohali as out of compliance with NCLB and defining it as a school in need of improvement. Therefore, a more reliable and statistically valid model to measure AYP includes using value-added analysis, the measurement of individual student progress over time. Each student, as measured by the Woodcock-Johnson III R, will progress in an academic equivalent year in Math and English. This combination of absolute state testing and value added measures gives depth to the analysis of school performance and proficiency.

Laura Blackmore, Principal
Dr. Jimmy Smith, Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	9	13	14
Percent satisfied with learning environment	100.0%	92.3%	84.6%
Percent satisfied with social and physical environment	100.0%	91.7%	92.9%
Percent satisfied with school-home relations	88.9%	100.0%	92.3%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.